psychiatry international

MDPI

Supplementary Materials.

Table S1: COREQ Checklist

Topic	Item No.	Guide Questions/Description	Reported in section
Domain 1: Research team and reflexivity			
Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	2.3, 3.6
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	2.3
Occupation	3	What was their occupation at the time of the study?	2.3
Gender	4	Was the researcher male or female?	2.3
Experience and training	5	What experience or training did the researcher have?	2.3
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	2.3
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	2
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	2.3
Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	2
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	2.2
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	2.2
Sample size	12	How many participants were in the study?	2.2, Table 1
Non-participation	13	How many people refused to participate or dropped out? Reasons?	2.2

https://doi.org/10.3390/xxxxx

Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	2.3
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	2.3
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	2.2, Table 1
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	2.2, Table 2
Repeat interviews	18	Were repeat interviews carried out? If yes, how many?	2.3
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	2.3
Field notes	20	Were field notes made during and/or after the interview or focus group?	2.3
Duration	21	What was the duration of the interviews or focus group?	2.3
Data saturation	22	Was data saturation discussed?	2.3
Transcripts returned	23	Were transcripts returned to participants for comment and/or correction?	NA
Domain 3: analysis and findings			
Data analysis			
Number of data coders	24	How many data coders coded the data?	2.4
Description of the coding tree	25	Did authors provide a description of the coding tree?	2.4
Derivation of themes	26	Were themes identified in advance or derived from the data?	2.4
Software	27	What software, if applicable, was used to manage the data?	2.4
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	3.1-3.5
Data and findings consistent	30	Was there consistency between the data presented and the findings?	3, Figure 1, Supplementary Table S2
Clarity of major themes	31	Were major themes clearly presented in the findings?	3, Supplementary Table S2

Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	NA

Table S2. Thematic structure of youth positive mental health with open codes and phrases used by participants.

Themes	Examples of open codes and phrases used by participants
Superordinate theme 1: Positive outlook and affectivity	
Accept and experience any emotion	accepting emotions as they come; allowing emotions to come and go but not taking control of you; acknowledging and addressing their own emotions; being able to process both negative and positive emotions; being able to feel, experience, and handle emotions appropriately; not letting negative emotions be a burden throughout the day
Faith and gratitude	following positive values taught by religion; having spiritual connections that give strength; being thankful for what we have
Life satisfaction	being content with simple things in life; being comfortable with life; being happy about your current life
Meaning in life	it's the way that I choose to see my life and the world; getting happiness from helping others; having a fulfilled life
Openness and living in the moment	being carefree and enjoying the moment; being open to new experiences; being easy going
Optimism	to be able to look past negativity; managing to find happiness even in tough situations; not being pessimistic; feeling and being optimistic
Positive affect and happiness	having happy thoughts; feeling positive emotions; having peace of mind; being able to express genuine happiness; being and feeling happy
Positivity	feeling good about life, minutely or majorly; being positive; keep going forward with a smile; having positive thoughts; think of good things and forget the bad things; think positive and just keep going; being at peace with most things in life while facing challenges; being around positive people
Vitality	having positive energy, feeling energetic
Superordinate theme 2: Self-efficacy and personal goals	
Autonomy	having the freedom to make choices; able to do things that you like to do
Competence	being able to go about your day-to-day activities well; being able to function properly
Confidence	having a substantial amount of confidence to pursue your goals

Feel in control	ability to recognize what you can do, what's within your control
Goal attainment and purpose in life	a sense of being able to create or do something productive and fulfilling; having a certain plan and intention to execute it in the near future; being able to have goals and achieve them; able to solve problems and succeed; having goals for the future; finding purpose in things I am doing
Motivation	having the determination to succeed; having the motivation to do something that you like
Personal growth	having an intrinsic desire to upgrade to the best possible version of oneself
Self-awareness	aware of strengths and limitations; ability to work on personal limitations; evaluate different situations
Superordinate theme 3: Self-concept	
Self-compassion	allowing yourself to feel that it's okay to not be okay; prioritising and focusing on yourself first before others
Self-esteem	having a good image of oneself; feeling good and positive about ourselves; having good self-esteem
Self-love	accepting your flaws; embracing ourselves; being able to love yourself
Sense of personal identity	not letting people's thoughts about you affect you; being comfortable with who you are; being able to stay true to yourself; just being yourself and not regretting it; being aware of what is toxic to you
Superordinate theme 4: Resilience and coping	
Bounce back	overcome problems and not get stuck in them; go through a tough time and still be able to prosper; being resilient; picking yourself back up after setback
Coping	being able to cope with emotional distress well; not being overcome by issues to the point that they are unable to handle daily affairs; coping with stress healthily; having healthy coping mechanisms to deal with problems; being able to go through the day without difficult thoughts
Grow from experience	managing to grow out of adversity
Persevere	not giving up; having the strength to push ourselves despite the negative circumstances; finding options and possibilities rather than wallowing in fear and uncertainty
Superordinate theme 5: Social connection and interpersonal skills	
Interpersonal skills (accept and forgive others, communicate well)	able to form connections and have friends; being a person, an individual, or a collective in which everybody shares ideas freely; being accepting of the views of other people; having the ability to help others when they are going through a rough time

Positive and satisfying relationships	having strong family connections; receiving unconditional love; having someone to talk to, who will listen to you, and care about how things really are for you; loving the people around you; having people who understand you
Social support network	network of friends whom you are able to rely on; belonging to a group or community; having a good support network; being able to get support from people around you
Trust in relationships	feeling fully secure in the relationships around you; being able to interact with others without any hidden agenda; being open with others